DOCUMENT RESUME

ED 225 710 RC 013 749

AUTHOR Gilfillan, Warren C.; Burgess, Robert A.
TITLE The Teacher's Handbook for the Outdoor School.
INSTITUTION Multnomah Outdoor Education, Portland, Ore.
PUB DATE Jul 82
NOTE 43p.; For related documents, see RC 013 747-752 and ED 175 590-594. Best copy available.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Environment; *Environmental Education; Equipment; Experiential Learning; Grade 6; Interdisciplinary Approach; Intermediate Grades; Learning Activities; *Outdoor Education; *Resident Camp Programs; Staff Role; *Teacher Orientation; *Teacher Responsibility; *Teacher Role; Teacher Workshops
IDENTIFIERS *Multnomah County Outdoor School OR

ABSTRACT

Active preparation, participation, and follow-up by the classroom teacher are essential to the success of the Outdoor School, a week-long, resident, co-educational program of outdoor education for Multnomah County (Oregon) sixth grade classes and their teachers. This handbook briefly describes the classroom teacher's role; the resource study session; the teacher-class meeting; and the responsibilities of the teacher, site supervisor, resource specialists, senior and junior counselors, and nurse. Brief information is provided on the teacher's on-site workshop; staff visitation; literature, visual aids, printed materials, and films; student preparation; parent orientation; evaluation of the Outdoor School; and classroom visitation by junior counselors. The handbook includes a listing of some things that can be done to correlate outdoor education with social studies, language arts, mathematics, science, musc, art, health, safety, and physical education; specific information for teachers pertaining to duties before going to the Outdoor School, bus departure and arrival, arrival at the Outdoor School, general assembly, dining hall procedure, and discipline; teacher-class, teacher-junior counselor, and after-campfire meetings; staff policies, insurance, and last day and evening at the Outdoor School; and a clothing and equipment checklist. Ideas for teacher preparation, a copy of the class list and living group assignment forms, and suggestions for the teacher-class meeting are appended. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

recd 11/24/87

ED226710

The TEACHERS' HANDBOOK

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Warren C. Gilfillan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FOR THE

OUTDOOR SCHOOL

BEST COPY AVAILABLE

THE TEACHER'S HANDBOOK
FOR THE
OUTDOOR SCHOOL

Developed By:

Warren C. Gilfillan, Operations Coordinator
and
Robert A. Burgess, Instruction Coordinator

Multnomah Environmental Education.....A Service Of
220 SE 102nd Avenue
PO Box 16657
Portland, OR 97216

Multnomah County
Education Service District
Allan J. Thede, Superintendent

DEDICATED TO

Margaret Milliken, Associate Professor at Oregon State University whose tireless and dedicated efforts have contributed so much to the Outdoor Education movement in the State of Oregon.

JULY 1982

TABLE OF CONTENTS

	Page
I. Introduction	1
II. Role Of The Classroom Teacher	2
Resource Study	3
Teacher-Class Meeting	4
Teacher Responsibility	4
III. Staff Responsibilities	5
Site Supervisor	5
Resource Specialists	5
Senior Counselors	6
Junior Counselors	6
Nurse	7
IV. Orientation To The Outdoor School	8
Teacher's On-Site Workshop	8
Staff Visitation	8
Literature	8
Visual Aids	9
Printed Materials	9
Film List	9
Student Orientation	9
Student Preparation Workbook	11
Specific Preparation For Students	12
Social Studies	12
Language Arts	13
Mathematics	14
Science	15
Music	16

TABLE OF CONTENTS (Continued)

		Page
	Art	17
	Health, Safety, And Physical Education	17
	Parent Orientation	18
V.	Specific Information For Teachers	19
	Before The Outdoor School	19
	Bus Departure And Arrival	20
	Arrival At The Outdoor School	21
	General Assembly	21
	Dining Hall Procedure	22
	Discipline	23
	Teacher-Class Meeting Time	24
	Teacher-Junior Counselor Meeting	25
	After-Campfire Meeting Time	26
	Staff Policies	27
	Insurance	27
	Last Evening At Outdoor School	28
	Last Day At Outdoor School	28
VI.	Outdoor School Follow-up Activities	30
	Evaluation Of The Outdoor School	31
VII.	Classroom Visitation By Junior Counselors	31
VIII.	Clothing And Equipment Checklist	32
IX.	Appendix	33
	Teacher Participation	1
	Class List Form	2
	Living Group Assignment Form	3
	Suggestions For Teacher-Class Meeting	4-5

INTRODUCTION

Increasing populations crowd the land in many states in our nation. There has been general misuse of our natural resources that is making daily news headlines. The result is a great national concern that our people be taught to use wisely the land and natural resources that remain.

In Oregon, populations are still comparatively small. With the overwhelming portion of their economy deriving from forest products, farming, tourism, and fishing, it is obvious that the people of Oregon rely heavily on their natural resources. It is also obvious that the extent to which our students learn to understand and conserve these resources today, will largely determine their economic security and standard of living in the future.

To that end, the Multnomah County Education Service District provides a week-long, resident, coed Outdoor School program for all sixth grade classes and their classroom teachers. Nearby youth camps are leased so participants can live in relative comfort while studying in the surrounding outdoor laboratory. Outdoor School is primarily dedicated to teaching young people how nature works in an environment relatively undisturbed by man. Only after this experience afield can students return to their home environment and understand the effect man has had on the place they live. Only then can they see how **their** standard of living will affect their future. Outdoor School, just as importantly, supplies a unique social environment where students from diverse walks of life can live, work, play, and study together. Each learns that how he stands with others is measured by his own attitudes and abilities.....a lesson with life-long implications. This lesson is not taught as well at home or in the normal school environment.

ROLE OF THE CLASSROOM TEACHER AT THE OUTDOOR SCHOOL

You, the classroom teacher, are the single most important person insofar as the type of experience your sixth grade youngsters will have at the Outdoor School. It is through you that the initial preparation is conducted, the resident program is presented in a meaningful manner, and post-resident activities will have purpose and meaning for your students.

You, personally, will find the Outdoor School a pleasant and rewarding experience. You will actually be "in school" with your youngsters less than six hours a day. Because of the nature of this type of program, the Outdoor School staff will be available to assume a large share of the direction of your students. For example, the Junior Counselors will live in the cabins with your boys and girls; the Resource Specialists. Senior Counselors, and Junior Counselors will all assist in various phases of the instructional program; the Senior Counselor staff will conduct the recreational and student chore activities; and the kitchen staff and nurse will be working to insure everyone well-balanced meals and safe, healthful living.

You may then ask, "Why do I need to be there?" Those teachers with good science and conservation backgrounds could especially feel their talents wasted at the Outdoor School. Nothing could be farther from the truth! The extent to which the teacher has set the stage, receives assistance and learns from the specialists, relates the previous classroom and current outdoor instruction, and conducts follow-up activities, will determine the ultimate value of the experience. Properly done, the time spent in preparation and follow-up will far exceed the instruction time at the Outdoor School. The resident program will be only as successful as the classroom teacher makes it. The teacher then, is the key person in this program and in that light will be considered an active and vital member of the Outdoor School staff.

One might look at it in the following way. The teacher is ultimately responsible for the instruction and discipline of the class; however, most teachers have, at one time or another, invited specialists into their classroom to instruct in a field in which they felt less informed. Most also have taken their class on field trips where again, an outside specialist explained a facility or program. In essence, this opportunity is supplied to the teacher at the Outdoor School to use as each teacher feels appropriate.

The Resource Study Session

Twice daily (2½ hours in the morning and 2¼ hours in the afternoon) the teacher and class go to an assigned outdoor classroom or resource study area. Here an expert in one of the four resource areas of Water, Soil, Plants, and Animals is made available each day to assist in those subjects. He/she is aided by a team of staff people made up of a Senior Counselor and at least four Junior Counselors. Because the Resource Specialist and team are familiar with the local flora, fauna, and terrain, and have prepared specialized demonstrations unique to this particular outdoor site, they can be of positive value to the teacher. Their familiarity with the rest of the Outdoor School curriculum and the local territory make them especially able to demonstrate the resource phenomena and the ecological factors involved.

It becomes imperative then, that the teacher and Resource Specialist work together so that the greatest value may be gained from the hours spent on the study area each day. To assure this happening, the teacher and Resource Specialist will meet together the previous evening in the dining hall, after all students are bedded down for the night. Depending on the teacher's knowledge of the resource subject, the teacher's desired degree of involvement, and the level of class participation, a tailor-made lesson plan for the next day will be cooperatively developed.

This plan should make best use of the out-of-doors by organizing students into small study groups, each under the guidance of a member of the teaching team. It should utilize the "discovery method" and involve students in using the tools and testing equipment of the scientist and explorer. What is most important is that the lesson plan be organized to make the best use of the out-of-doors as a learning environment. To resort to a "lecture" outdoors is to waste the experience and refute the philosophy of Outdoor Education.

Classroom teachers retain the same responsibility for the instruction of their students at the Outdoor School as they do in the home school situation. Therefore, the decision must rest with the classroom teacher as to whether the Resource Specialist will direct the major portion of the instruction or merely supplement the teacher who might be particularly well informed. In any case, to gain the best results, teachers must consider themselves as active and vital members of the Outdoor School staff and coordinate their efforts with staff just as they would their home school administration.

Teacher - Class Meeting

The teacher will also be able to make an important contribution during the evening teacher-class meeting period. This 45-minute session occurs each evening immediately after the dinner meal, with teacher and class isolated from the rest of the Outdoor School. Preparation is the key and subdued activity recommended. Please avoid athletics (baseball, football) or boisterous activity distracting to other classes. Resource Specialists may be called upon to assist during this period.

Teacher Responsibility

Teachers remain responsible for the discipline and conduct of their students during the formal instruction hours of Outdoor School (resource and Teacher-Class meeting time) just as they would in the home classroom. During the rest of the

day students are subject to the control and responsibility of the Outdoor Education staff, but teachers will be sought out if problems concerning their students and staff should arise. It is essential, therefore, that there be complete cooperation and understanding between the teacher and Site Supervisor. Just as in their home district, students are subject to a "Minimum Standard Of Conduct And Discipline". Every participating parent and teacher has received a copy of this code for Outdoor School.

STAFF RESPONSIBILITIES AT THE OUTDOOR SCHOOL

SITE SUPERVISOR is responsible to the Coordinators of Multnomah Environmental Education for the overall health, welfare, and education of every person at the Outdoor School site he/she is directing. The Site Supervisor is in the position of highest authority on the site and implements the policy and philosophy of the program. The Site Supervisor is responsible for the successful operation of the Outdoor School program and maintenance of the daily schedule. He/she trains and directs the program staff to achieve these ends. In areas dealing with the formal curriculum he/she works cooperatively with the Instruction Coordinator of Multnomah Environmental Education to the end that the educational purposes of Outdoor School are realized. Working cooperatively with the Operations Coordinator the Site Supervisor is responsible for the operation of all physical facilities at the Outdoor School and for the direction of the medical, kitchen, and maintenance staff. In the temporary absence of the Site Supervisor, a responsible adult, Outdoor School staff person shall be named to the supervisor position.

RESOURCE SPECIALISTS are expected to be extraordinarily competent in one of the four resource areas taught at the Outdoor School; Water, Soil, Plants, or Animals. They are to make available to participating teachers, a course of study in this specialization which is in keeping with the philosophy of Outdoor Education

and is in accord with the teacher's responsibility to the class. Resource Specialists will establish close liaison with teachers and will use the after-campfire meeting as a period in which to cooperatively plan lessons for the next day. At the workshop they will train teachers, Senior Counselor assistants, and assigned Junior Counselors so that they may become informed and participating members of a teaching team.

SENIOR COUNSELORS are primarily responsible for the program phase of the Outdoor School. They will be assigned by the Site Supervisor to certain responsibilities in duty-group leadership, recreation instruction, and morale building activities. Senior Counselors will assume supervision of Junior Counselors to the end that the health, happiness, and welfare of the sixth grade students under them will be realized. They will meet daily with their Junior Counselors for the purpose of training and guidance. Senior Counselors are secondarily responsible for the instructional phase of the Outdoor School and will be assigned to, and take training from, a Resource Specialist in one of the resource areas. They will act as an assistant and will instruct on the study plot to the extent to which their background and the training by their specialist qualifies them. They will be prepared at the workshop to demonstrate the Outdoor School activities to which they have been assigned.

JUNIOR COUNSELORS (high school students) are responsible for the health, happiness, and welfare of their cabin group from the time the students arrive at the Outdoor School until they board the bus for home. They will orient students to their living organizations, the Outdoor School site, the daily schedule, and their duty responsibilities. On the first day of Outdoor School, Junior Counselors will immediately collect all medications from students and transfer them to the Outdoor School nurse. Junior Counselors will cooperate with the nurse in seeing that all students involved arrive on time at the dispensary for their prescribed medication. Junior Counselors will assume creative leadership and

initiative in working with the students in all phases of the program. They are expected to take training from and assist Resource Specialists in reaching students with the instructional phase of the program. They will meet daily with their assigned Senior Counselors for guidance and training.

The **SCHOOL NURSE** assumes responsibility for the health, safety, and medical care of everyone at the Outdoor School. She/he works under the direction of a consulting physician who is retained by the Outdoor School. She/he **alone** administers medication (even to the use of aspirin for headaches) and all cases of injury or illness, no matter how slight, must be reported to her/him.

ORIENTATION TO THE OUTDOOR SCHOOL

Teacher On-Site Workshop

Short of actually attending Outdoor School with a class, Teacher's Workshop will be the single, most valuable source of information concerning Outdoor School. Although attendance remains voluntary, teachers **NEW** to Outdoor School should consider the day-long, on-site workshop attendance "an imperative" if they are to gain the greatest good from the outdoor classroom. Workshops will be designed for **NEW** teachers only, and reimbursement to districts for substitutes will be made only for teachers **NEW** to Outdoor School. Repeating teachers are always welcome, but must make independent arrangements with their administration concerning the time involved.

Staff Class Visitation

An Outdoor School Site Supervisor will visit each class well before their assigned date, to describe the upcoming experience and show slides of the actual situation the teacher and students will face. The time required is 1½ hours and **parents should be encouraged to attend** and bring their questions and concerns. Site Supervisors will contact teachers individually to arrange a date and time for class visitation. Their days available for over two dozen visitations are few, so cooperation by teachers is earnestly solicited. Rescheduling is extremely difficult.

Literature

"The Teacher's Handbook", "The Student's Handbook", and "Student Preparation Workbook" contain most of the information necessary for understanding the philosophy, curriculum, organization, and schedule of the Outdoor School. They have been carefully prepared to prevent "overlap" and unnecessary re-reading of the same material.

Visual Aids

A slide set has been prepared for use in the staff visitation to the classroom for orientation of students. It has the same orientation value for teachers and parents and additional copies are available for other showings. Of more value to adult groups will be the 16mm color, sound, motion picture titled **"Outdoor School - Finding Something Greater".** This motion picture was filmed during the fall and spring of 1977-78 at Multnomah Outdoor School sites. In this film the emphasis is on the philosophy of Outdoor School, but shows students, counselors, and instructors "in action" in the out-of-doors.

Printed Material

A kit of printed material from governmental resource agencies will be available to new teachers for use in preparing classes for the Outdoor School. Use of these materials will assist greatly in raising the class level of understanding of nature and conservation prior to their week out-of-doors.

Film List

A list of 16mm films that have value in Outdoor School preparation will be made available to teachers before the Outdoor School.

STUDENT ORIENTATION

Since teachers will accompany students to the Outdoor School, they must assume certain responsibilities for the preparation of the class. Without the understanding and cooperation of the teacher, regardless of how qualified the Outdoor School staff may be, the total experience will fall short of the desired goals.

The "Student's Handbook" will provide a valuable aid in student orientation, and sufficient copies for everyone in the class will be supplied well in advance

of Outdoor School. It is suggested that this handbook be read out loud, in the classroom, and discussed at length. "Student's Handbook" should be allowed to be taken home, but please ask students **not** to write their name in the book or otherwise deface it. Please return these to the school library for storage until the next class from your school is scheduled. At your class visitation additional copies will be on hand to care for every student.

The class equipment described in the "Student's Handbook" may be made entirely in the classroom or completed in the home, whatever the teacher desires. All such equipment should be packed in cardboard boxes for transport to Outdoor School and the boxes prominently labeled with the school name. The Site Supervisor will arrange for central storage of this gear on the Sunday the class arrives at the Outdoor School site.

As the classroom teacher, you have an important role to play if the curriculum studied is to have meaning for your students. You can accomplish this by first introducing the major curriculum objectives (listed below) to your class. Next, some of the suggested activities and learnings can be included in the regular sixth grade curriculum and related to the Outdoor School. A list of such suggestions appears later in this section. The workshop will also provide a wealth of information.

You should, in the meantime, make a real effort to become as familiar as possible with the following important objectives and then to discuss them with your students.

To discover and understand there are differences in various species of plants and animals.

To discover and understand the reasons for varying abundance of plants and animals in various natural areas.

To discover and understand how plants and animals grow, how they depend upon other natural resources and what effect they in turn have on other natural resources.

To understand how different plants and animals compete with one another for life-giving requirements; food, light, moisture, and space.

To understand that man, in order to live, must take resources from nature.

To understand that the amount of natural resources man must take from nature depends on his "standard of living". What is the difference in "standard" between early Indians and modern Americans?

To discover what effects modern man has had on soil, plants, water, and animals in any given area.

To discover and understand how modern man is influenced by the natural resources and what he can do so he might learn to live in harmony with them.

To understand man's total dependence on the natural resources.

To understand that conservation of natural resources is the responsibility of every citizen.

To understand that multiple use of natural resources should be developed to the best of man's ability.

To understand that aside from the economic value of natural resources man must also consider the aesthetic and spiritual values.

To realize that man must have a genuine and deep respect for this earth and all living things thereon.

"THE STUDENT PREPARATION WORKBOOK" has been assembled to provide students with a simple orientation to the Outdoor School curriculum. A basic tenet of Outdoor School is that we "study those things in the out-of-doors which are best taught there". However, if the class can leave for Outdoor School with a good knowledge of the vocabulary to be used there, much valuable time can be saved. The **"STUDENT PREPARATION WORKBOOK"** is designed to teach vocabulary through simple games and excercises as well as introduce some basic natural concepts that will be expanded upon at Outdoor School. A **"TEACHER'S EDITION"** contains answers and rationale to match the student's copy. Completion prior to leaving will give the class a real head start for a great week of learning. One copy per student will be supplied and may be kept by the student. The **"STUDENT PREPARATION WORKBOOK"** may also form a basis for review on return to home school.

Specific Things A Teacher Can Do To Prepare Students For The Outdoor School

So that the Outdoor School is not considered a separate course of study, it is necessary that the curriculum taught at the Outdoor School be integrated with regular sixth grade subject matter. Subjects presented in the home classroom are also taught at the Outdoor School; however, the method by which they are presented to students is different in that every effort is made to relate it to the out-of-doors. Thus social studies, language arts, mathematics, science, music, art, health, and physical education are simply presented in new and different ways.

It is, of course, the teacher's responsibility to integrate some of the basic preparation for the Outdoor School into the regular curriculum. This preparation phase might well include the reading of books, the studying and making of charts, and the viewing of pertinent films. The teacher should, if possible, go beyond this point and invite resource experts to the classroom, take field trips to park areas or nature trails, and any other outdoor experiences of this nature.

Teachers are not expected to be expert in every resource study presented at the Outdoor School, but the following lists are to give an idea of some of the things that can be done to correlate the studies.

Social Studies

Discuss ways in which students can fit smoothly into the cabin living groups at the Outdoor School. (Tolerance, cooperation, and good attitudes toward students from other schools that may have a very different background from their own, etc.)

Discuss the need of cooperation and enthusiasm performing duties at the Outdoor School.

Learn some local history around the Outdoor School site to which they will be going.

Discuss the need for cooperation in the sharing of materials, equipment, and ideas when preparing items of class equipment for Outdoor School.

Discuss the idea of the rights of other students who will be attending the Outdoor School.

Discuss solving problems cooperatively.

Discuss the experiencing of success and failure.

Learn and discuss the table manners used at the Outdoor School; how backgrounds of students may vary in respect to the use of table manners (an excellent opportunity here to compare eating habits in the United States to those in Latin American countries, etc.).

Learn how to introduce a guest at mealtime and how to direct and carry on a conversation.

Discuss attitudes concerning working and living with people that may be difficult to get along with.

Discuss how one accepts criticism and suggestions with the proper attitude.

Learn about how man has used the resources and how this has effected where and how he lives and what kind of civilization he can promote.

Learn the history and meaning of the United States flag and how one pays respect to the symbol of our country.

Learn how the rules for Outdoor School are for the good of all and not meant to restrict any single person or group.

Study the map to determine the location and route to the Outdoor School site.

Learn about why nearby communities may have been settled and why they are the size they are; what effect the natural resources have played in the development of the community.

Discuss standards of conduct during all phases of the Outdoor School.

Discuss the importance of being a proud member of a cabin group, class, duty group, or any other informal group (esprit de corps).

Language Arts

Write letters to parents concerning the progress being made toward preparation for the Outdoor School.

Write letters to parents urging them to attend the class visitation meeting concerning the Outdoor School.

Prepare a diary to be used at the Outdoor School.

Discuss how to take notes about what one may observe during the Outdoor School field studies. Observe, discover, record, conclude.

Prepare a choral reading for use at the Outdoor School by the class.

Compose poems, haiku, or cinquains in regard to the out-of-doors.

Make oral reports to classmates about special interest areas.

Listen to the sounds of nature.

Prepare skits, stunts, and stories for use at an Outdoor School campfire.

Prepare a list of common or scientific names of plants and animals indigenous to the Outdoor School area.

Oral reports on the progress of committees who are preparing equipment, etc., for use at the Outdoor School.

Read for research in a special interest area to be pursued at the Outdoor School.

Practice how to introduce guests at the Outdoor School.

Make oral reports on weather by studying the newspaper weather accounts.

Write articles for a school or class newspaper on progress of Outdoor School activities.

Make an autograph book for use at the Outdoor School.

Develop word lists of particular areas of study or duties to be used at the Outdoor School.

Mathematics

Estimate the distance between various landmarks.

Learn to determine distance by pacing.

Measure the diameter of trees.

Estimate and measure the width of creeks or rivers near the home or community.

Figure the volume of flow of a creek or river.

Estimate and figure the percentage of slope on the grounds around the school.

Estimate and measure the height of trees or buildings.

Estimate and measure the circumference of trees.

Estimate, measure, and mark out an acre of ground at the school.

Figure the age of trees by counting the rings on a stump.

Estimate and measure board feet.

Construct a water-tight box to illustrate what a cubic foot is.

Figure the height of objects by using shadows.

Learn to read the barometer, thermometer, and other weather recording instruments.

Learn to tell time using a compass.

Learn to find north using a watch.

Construct equipment for the Outdoor School.

Figure distance to and from the Outdoor School by using a map.

Figure cost of transporting youngsters to the Outdoor School.

Science

Observe during a field trip to a park or nature trail.

Identify trees and shrubs on or near the school grounds.

Examine the soil near home or school as to texture, structure, and color.

Examine a road cut near school to see different horizons of soil.

Plant trees or shrubs on a plot of ground at home or school.

Make and use bird feeders.

Conduct erosion control experiments at home or on the school grounds.

Identify animal life around home and school.

Learn how to live-trap small animals at the Outdoor School.

Learn some common bird calls.

Demonstrate transpiration of plants by placing a plastic bag over a plant. Leave some air holes to allow for gas to escape.

Demonstrate capillary action by placing a lump of sugar in a shallow dish with some food coloring on the bottom.

Demonstrate the principle of osmosis by placing a small herbacecus plant (its soil washed from the roots) into a solution of colored water.

Fill one container with topsoil; another with subsoil from just below the topsoil; and another with lower subsoil. Place seeds from a single packet in each of the containers; give each container equal amounts of moisture and sunlight. Draw conclusions about what happens.

Do plastic casting of animal tracks.

Observe various cloud formations and discover what they mean.

Make a graph of temperature and precipitation for time prior to Outdoor School. Compare this with official results posted in the newspapers.

Make diagrams of flowers and mushrooms and examine the parts.

Do some research to determine what the function of fungus is.

Make collections of various plant specimens in the community.

Study the effects of fire and fire prevention.

Study how plants reproduce and what effect animals have on this reproduction.

Study your home community to see how man has influenced the natural environment.

Make an insect collection.

Study the effect of the weather on man and animals.

Visit a zoo, fish hatchery, greenhouse, etc.

Visit a farm to learn how man uses land so it can remain productive.

Examine various types of animal life to discover how they are able to survive.

Discuss rare and endangered animals of the United States.

Do research on animals that are now extinct because of the mismanagement of man.

Study the effect of earthworms.

Study soil to determine how it is formed.

Look for evidence of different kinds of erosion in the community.

Music

Compose a song for the class to sing at Outdoor School.

Discuss what makes acappella singing enjoyable.

Study the songs of birds.

Encourage the musically inclined students to prepare a short presentation for an Outdoor School campfire.

Art

Design covers for booklets to be used at the Outdoor School.

Make and decorate the various equipment for use at Outdoor School.

Make posters for use at school showing table manners, table settings, etc.

Make a bulletin board for display at the school.

Plan a display of photographs to be taken at the Outdoor School.

Make place mats for use during an evening meal at the Outdoor School.

Design a table centerpiece for use at the Outdoor School.

Construct bird feeding stations.

Health, Safety, And Physical Education

Discuss how health habits effect others when living in close proximity.

Discuss the need for complete, honest, information on the Health History Form that is to be taken to the Outdoor School.

Discuss how health practices will differ at the Outdoor School as compared to the home.

Discuss the importance of not littering the grounds at the Outdoor School.

Discuss the importance of proper clothing, rest, diet, and hygiene at the Outdoor School.

Discuss the rules used at the Outdoor School and what the meanings and reasons are for these rules.

Discuss the importance of proper trail and woods behavior.

Discuss fire prevention rules.

Make posters showing sources of air and water pollution in the community.

Have a discussion on whether air and water pollution is or is not a problem in the community.

PARENT ORIENTATION

The small number of Multnomah Environmental Education central staff will rule out their taking part in most evening parent meetings which might be arranged at participating schools. However, through a "take home" letter and brochure directed to parents, **invitations to attend daytime classroom orientation sessions,** and personal contact by teachers and principals, reasonable contact with parents should be possible. The **"Student's Handbook"** will be instrumental in helping parents prepare their students for the Outdoor School.

If the teacher and principal wish to initiate an evening parent's meeting, the 30-minute film, "Outdoor School - Finding Something Greater" or slides, and printed material may be made available through the Outdoor School office. Whenever schedules do allow, an Outdoor School staff member will be happy to attend and take part in a parent's meeting. Arrangements for film and staff attendance should be made as far in advance of the meeting as possible.

Many questions from parents may be directed to teachers. Since the teacher is in the position of knowing the parent better than anyone connected with the program and has been supplied with the basic literature and staff orientation, they should be able to answer most of these questions. Parents generally want to know how well their students will be taken care of, when they depart and return, how students can be reached in emergencies, etc. Care has been taken to include answers to most of these questions in the printed material. The Teacher's Workshop will give you practical experience on the Outdoor School site. Questions of real importance that cannot be answered should be directed to the Environmental Education office.

SPECIFIC INFORMATION FOR TEACHERS

Before The Outdoor School

Certain forms and materials necessary to the conduct of the Outdoor School will be distributed to each class in quantity, well ahead of their attendance at the outdoor site.

1. **Health History Form.** (Essential) This should be filled out by the parent (or doctor) most familiar with each child's health history. It should be **signed by the parent** and returned to you for safe-keeping well ahead of your student's departure for the Outdoor School. Before leaving the bus at the Outdoor School you should see that each student has this form in hand as they proceed to visit the nurse at the dispensary. This form is also considered parental approval for their child's attendance at Outdoor School.

2. **Parent's Letter.** This letter should be sent home as soon as possible by way of students. It is the initial contact with parents and will answer most of their questions.

3. **Brochure.** This should accompany the letter and should be instrumental in giving the parents a general scope of Environmental Education.

4. **Student Conduct Code** for Outdoor School should also accompany the parent's letter so that all concerned are aware of their rights and responsibilities.

5. **Baggage Tags.** These should be held and given to students immediately before departure from the home school. On these should be written the name of the **student** and the name of their **school.** Fix to each item of luggage.

6. **Alphabetical List Of All Students In The Class.** This list should be filled out and mailed to the Outdoor School **office** so that it arrives **at least 10 days prior to your attendance date.** Names of students are vital to the preparation of a weekly book that is current for each week at the Outdoor School. Changes should be called into the Outdoor School office up to the Tuesday before leaving. Mark the school lunch status of **each student** attending (see Appendix for copy).

7. **Collection Of Lunch Fees.** This is a **recommended** procedure for collection of lunch fees from Outdoor School participants. Each school district and building must arrange its own mechanics for implementation. **Do not** send money to the Outdoor School office. (See Appendix)

8. **A List Of Living Group Assignments.** This should be made out in duplicate with one copy arriving at the Outdoor School **office at least 10 days prior to your attendance date.** This list of pairings is necessary so cabin living groups can be formed. This

information, like the alphabetical list, will be posted in the weekly book to be used at the Outdoor School. Teachers are urged to make every effort to see that students who are paired together are capable of getting along together. Call the office for any changes up to the Tuesday before leaving. If an odd number of boys or girls is in the room, one group of three youngsters may be listed together. Late changes will be made at the Outdoor School site.
(See Appendix)

Other Necessary Duties Before Leaving For The Outdoor School

1. Remind students that **their name** and **their school name** should appear on **every** piece of clothing or gear they take to the Outdoor School. Multnomah Environmental Education will endeavor to return all lost items properly identified.

2. Have students bring their **"Student's Handbook"** to school by bus departure day so they may be collected and stored in your own school library. These books should be kept as clean as possible for reuse in the next session. This helps cut Outdoor School costs considerably.

3. Secure cardboard boxes for storage of the class equipment....hobo stoves, plant presses, and collection boxes. Display school name prominently.

4. Each youngster should be required to bring a small container (plastic bag or jar) of soil from home. These should be collected and placed in a separate box for transport to the Outdoor School. These will be used in the Thursday soil ceremony.

Bus Departure And Arrival

Traveling to and from the Outdoor School site during the Teacher's Workshop will give some idea of the travel time involved. Remember, buses will not travel as fast as passenger cars and Sunday traffic will be slow. It is important buses not arrive at the Outdoor School site before 4:00 p.m., but as soon thereafter as possible. The period from 2:00 p.m. to 4:00 p.m. Sunday is spent in final training of Junior Counselors, a function vital to a successful week at Outdoor School.

If it appears the bus will be very early, a rest stop enroute at a school ground or park should be made. Early arrivals must be asked to remain on board in the parking area until 4:00 p.m., an undesirable situation for all concerned.

Arrival At The Outdoor School

The Outdoor School staff will greet the bus upon its arrival at the site and sing them a welcome song. The class should remain seated on the bus until they have received instructions from the Site Supervisor. The teacher should then see that each student is given his/her own Health History Form to hold until taken up by the nurse at the dispensary. The girl students then will be asked to leave the bus and assemble around one of the Junior Counselors, a high-school-age girl. She will lead them to the dispensary for their medical check. The boys in the class will be asked to assemble around a boy Junior Counselor who, like his female counterpart, will remain in charge of students at the dispensary and direct their return to general assembly at the dining hall after the medical check. Class groups may be given a tour of the Outdoor School site by Junior Counselors while waiting.

All baggage, sleeping bags, handbags, coats (unless needed), and other gear should be **left on the bus.** The Outdoor School staff will unload the bus and place all gear in a safe, dry area, separate from other groups. The importance of having the baggage tags securely attached is obvious. Teacher's quarters will be assigned by the Site Supervisor and teachers can take their duffel there while their students are at the dispensary.

General Assembly

Everyone will attend the general assembly at the dining hall (or outside), which will take place as soon as all four classes arrive at the Outdoor School and have completed the medical check. A bugle call or loud speaker announcement will be the signal for everyone to assemble at the dining hall.

At general assembly, a welcome by the Site Supervisor will be followed by an introduction of the Outdoor School staff, a statement of the rules, and

assignment of students to their Junior Counselors and living group. Students will be given their personal name tag by Junior Counselors as they are dismissed. Junior Counselors will lead their cabin groups in picking up duffel and transporting it to cabins and will see that everyone is settled. During this time teachers should see that class equipment (hobo stoves, plant presses, soil samples, etc.) is stored in the area designated by the Site Supervisor.

At the bugle call or announcement, Junior Counselors will lead their cabin groups to the Flag Ceremony and then to the dining hall for Sunday dinner. Teachers will be guests at this meal as they will at all others. A full orientation to meal procedures will be made prior to the first meal.

When dinner has been completed, classes and teachers will be assigned to teacher-class meeting locations and will proceed there for a short meeting. The purpose is to familiarize classes with the location of their "teacher-class" meeting place, where they will assemble every evening after dinner. In most cases a guide will be supplied to lead you and your class to its location.

A bugle call or announcement will indicate when this meeting is to conclude. Students should be dispatched promptly to their cabins, get together with their counselors and proceed to the Sunday evening campfire. Campfire will end at 9:30 p.m. with "lights out" sounding approximately 20 minutes later, and "all quiet" at around 9:50 p.m. Junior Counselors will be in charge of students during this time and on Sunday night will stay in cabins with living groups, from taps until reveille. An informal staff meeting, including teachers, will begin in the dining hall at approximately 9:30 p.m. on Sunday night, and the first meetings with Resource Specialists and Senior Counselors will take place immediately following.

Dining Hall Procedure

The procedure surrounding mealtime is also of an educational nature and should

be considered an important part of the total Outdoor School experience. The Student's Handbook contains a complete description of duties, manners, and etiquette in force during every meal at Outdoor School.

Teachers, as staff members, will be invited to each meal by a student host or hostess and will take a position to their right at the table. If you should be a guest of the table host (a boy), please take the initiative to assist him in serving up the food so that it is still hot by the time it is set before the others. As an adult staff member you should always help maintain a good-natured, calm atmosphere at meals and see to the carrying out of table manners as described in the Student's Handbook. Teachers, like all staff members, should encourage students to sit with students from other schools during mealtime. Sometimes a "clique" of students will attempt to sit together and will become boisterous or exclude a lone individual from another school who is unfamiliar with his/her table partners.

Discipline

Teachers are responsible for the discipline and conduct of their students at the Outdoor School; however, for most of the day, students will not be under the direct control of teachers, but rather that of counselors. It is expected that teachers will convey to their students the importance of following the directions of the Outdoor School staff. Any discipline problems that cannot be handled by counselor staff will be directed to the teacher for disposition. When serious problems with individual students are affecting the happiness of others or affecting the quality of instruction, a child may be sent home as a last resort. The Outdoor School Site Supervisor will fully discuss the matter with the teacher involved before such serious action is taken, but the final decision must rest with the Site Supervisor. In such case, parents will be contacted to pick up their youngster at the Outdoor School site. If this is impossible, a fully insured Outdoor School staff member will drive the student home. No

child will be delivered into the hands of other than his parents or adults designated by parents. The principal of the school will also be notifed and can make contact with the parents regarding school attendance by the youngster.

Teachers will often be with groups of students, other than their own, and will be expected to fulfill the same disciplinary function as any staff member. At meals, flag ceremony, on the trail, at campfires, or any other place where it is obvious Outdoor School rules are being violated or the happiness of other students affected, the teacher should take immediate steps to correct the situation. Though not required, teachers are encouraged to make contributions at campfires in the form of teacher skits or in leading or singing a group song. Try it....it can be fun.

Teacher - Class Meeting Time

This 45-minute session occurs immediately after the evening meal with teachers and class isolated from the rest of the Outdoor School. Separate quarters are provided, though at some sites these are less than ideal. The purpose of this period is to give teachers an opportunity to consolidate the day's instruction, to give special attention to slower or to advance students, and to carry out the objectives of the home school curriculum. Only the classroom teacher can relate what has been learned in the home classroom to what has been observed in the outdoor class situation.

It is recognized that right after dinner is not the most desirable or creative time of day for a class session. However, it is imperative that a period be found during the day when Outdoor School staff may meet with and counsel high-school-age Junior Counselors. At every other period these people have responsibilities to your students, either in instruction, duty group leadership or recreation. By the same token, you as a professional teacher need time alone with your students to accomplish your overall academic goals. The timing of teacher-

class evaluation time, therefore, is not a result of indifferent choice, but of necessity. Your cooperation is solicited.

Just as in any class period, the answer to successful use of time lies in preparation. Especially under conditions not as ideal as your own home classroom, will preparation be important to maintain control over students. Even though you as the teacher will have many needs to fulfill at this time, a list of suggestions is offered in the Appendix of this handbook (Page 4). Resource Specialists will be happy to assist during this time, but cannot be expected to conduct the class. One excellent suggestion is to start a diary at home as you prepare for the Outdoor School, and to maintain it daily during the teacher-class period.

It is important your class be held for the full, teacher-class period so that the students are not running free, disturbing other classes still meeting. For this reason please avoid athletic (baseball, football, etc.) or boisterous activity. A controlled, education-oriented hike, away from the center of the site is good, but teachers must assume full responsibility for student safety. An announcement will indicate the close of the teacher-class period and students should proceed immediately to their cabins under the direction of a Junior Counselor.

Teacher-Junior Counselor Meeting

On Monday at 4:30 p.m., with the Site Supervisor present, teachers are asked to meet with Junior Counselors (cabin group counselors), who by now have spent 24 hours with their sixth grade wards. This can be most valuable for both parties, Junior Counselors gaining advice on how to work with individual sixth graders, and teachers receiving an insight into how their students are reacting in the new group social setting.

After-Campfire Meeting Time

At 9:30 p.m. each evening after campfire, teachers are asked to attend an informal meeting in the dining hall while students are getting ready for bed. Junior Counselors will be on duty in student's cabins during this time. Since the Nurse, Senior Counselors, and Site Supervisor will also be present, this meeting can also act as a clearing house for any information concerning health problems, emotional adjustment, teacher concerns, or the learning experience of the Outdoor School. **However, the real purpose** of these meetings is to give teachers the opportunity to sit with the Resource Specialist with whom they will be working the following day. Cooperatively, they should make plans for the following day's instruction. It is imperative that during this time teachers openly share with the Resource Specialist the level of preparation of the class and the ability level of the group and individuals in it.

Important: After meeting with Resource Specialist, teachers are asked to check with the Junior Counselors in regard to how things are going with particular students in the various cabins. Junior Counselors will be encouraged to use their initiative in dealing with the minor problems of students, but are urged to come to the teacher for assistance whenever it is needed. Good communication between teacher and Junior Counselor is imperative. Senior Counselors meet with Junior Counselors each day and may also want to share problems with teachers.

A rotating, Junior Counselor fire-guard is maintained at all times in the boys and in the girls cabin areas, after students are settled down. Senior Counselors regularly monitor this. Remaining Junior Counselors are encouraged to take part in the comraderie of Outdoor School life in the dining hall, and refreshments are provided for everyone. Junior Counselors are required to be in bed by 11:00 p.m. (12:00 p.m. on Thursday night).

Staff Policies

Generally teachers and all other staff members are expected to remain on the Outdoor School site during the entire week. If, for any reason, a teacher or other staff member is absent, the Site Supervisor must be so informed and the whereabouts and phone contact of that person known to him/her. This policy is obviously a protection for all concerned. School districts have specifically asked that teacher absence from Outdoor School for an entire evening or overnight be previously approved by their building principal. Site Supervisors cannot assume responsibility for contacting principals or for nonconformance regarding district requests.

Smoking is permitted on all Outdoor School sites....subject to varying restrictions imposed by site owners, who must protect their insurance requirements. A staff lounge will be available for smoking at every site as will designated open areas. Please help the Outdoor School by complying with smoking rules....the continued availability of sites depends on it. **Smoking is never done in the presence of sixth graders.**

Alcoholic beverages **are not permitted** on the Outdoor School site. Teachers are asked not to jeopardize Outdoor School's good standing with site owners, school administrations and parents who can expect nothing less.

Insurance

Multnomah Environmental Education has taken out blanket accident insurance for every sixth grade student and Junior Counselor attending the Outdoor School. The insurance limits consist of $2,500 accidental medical; $2,500 accidental death; $2,500 loss of limb or eye; $2,500 specified dread disease; and $5,000 dismemberment. Expenses for eye glasses or prescription for eye glasses and dental X-rays are excluded.

Blanket liability insurance is provided by the Multnomah County Education

Service District to cover all Outdoor School staff members, including participating teachers. The limit of this policy is $500,000 and it is in addition to any district or O.E.A. liability coverage teachers may already have. It is in force all the time any staff member is at the Outdoor School or going directly to or from the Outdoor School.

State Industrial Accident Insurance also applies to all teachers and paid staff members while at the Outdoor School.

Last Evening At Outdoor School (Thursday)

The teacher-class meeting time on Thursday evening is the ideal time to pass out soil samples students have brought from home. These should be retrieved beforehand from the central storage area for distribution at the teacher-class meeting. Thursday campfire will feature an impressive soil ceremony in which students will take part.

The Thursday after-campfire meeting is scheduled as a social evening with something "special" for all staff. Singing and general retelling of the week's experiences are part of this fun time. Junior Counselors are permitted to stay up one hour later this night.

Last Day At Outdoor School (Friday)

Some adjustment in rising time may be necessary on Friday morning to insure that all closing activities take place and that students have a smooth departure from Outdoor School. Timing will vary by site and will be announced the night before.

In most cases breakfast will be expedited and served "continental style" in the cabin areas for students and in the dining hall for teachers and staff. This can save as much as an hour over normal breakfast procedure, and also allow students to start packing for departure. Teachers may do the same. Soon after

each class will meet with their teacher in a specified study area and will begin an overview or summarization of the entire week's study, conducted by Resource Specialists. Classes will then move from one study area to another in a round-robin manner through the four resources. At this time the class, under the direction of the classroom teacher, should make sure that the study area and the trail from it is free of litter and ready for another class to use the following week. When this has been completed to the satisfaction of the teacher, the students may be released back to their cabins and begin final packing and cleaning in preparation for going home. Use of this time will vary by site.

An announcement will signal general assembly in the dining hall for a formal "brunch" including introduction of staff and Junior Counselors by their "real" names. Immediately before or after, time will be allowed for name tag signing and farewells. Brunch will be followed by a final flag lowering and an impressive tree planting ceremony using the soil brought from home....the final planned activity at the Outdoor School.

Students will (at varying times by site) transport baggage to designated areas marked with the name of their school. Students may be asked to help load duffel when buses arrive. Teachers and bus driver should direct this activity. Buses are scheduled to depart by 12:30 p.m. (earlier at more distant sites).

Staff will assemble to "sing out" each class as it leaves the Outdoor School.

OUTDOOR SCHOOL FOLLOW-UP ACTIVITIES

The final, and perhaps one of the most vital jobs for the teacher will be conducting the follow-up activities after the Outdoor School. It is in this phase of instruction that the learning activities of the resident program may be deeply instilled in the mind of the student.

The following list of classroom and individual activities is by no means a complete list. You will want to add many more of your own ideas to these follow-up activities.

As a class unit, plan a parent's night or school assembly to share the experiences of the Outdoor School.

1. Posters
2. Written reports
3. Displays for soil, water, plants, animals, ecology, conservation
4. Oral reports (the typical day)
5. Campfire songs and skits
6. Slides and pictures

Write letters to various staff members.

Make a map of the Outdoor School site drawn to scale.

Compile a photo album of experiences at the Outdoor School.

Write an account of your week at Outdoor School.

Write articles for the school newspaper.

Compose poetry from inspiration gained in the out-of-doors.

Plan ways in which the school grounds might be made to look more attractive.

Plan a school garden.

Plan a campaign for keeping school grounds cleaned up.

Take a field trip to a park or along a nature trail with a class from one of the primary grades. Each sixth grader escort one of the primary youngsters and point out some of the various things learned at the Outdoor School in the different resource areas.

Make a bibliography of books in the libraries for use in the classroom in regard to the various resources, etc.

Carry out advanced research on the different areas of interest acquired at the Outdoor School.

Invite resource agency personnel into the classroom for presentations.

Make a detailed study of air and water pollution.

Plan and construct a weather station to be used at school.

Plan and conduct a flag ceremony for the entire student body or particular grade levels at your school.

Plan a display for a local store window showing some of the interesting events and learnings that took place at the Outdoor School.

Make a list of new words learned during the week of Outdoor School. Continue to practice the table manners during school lunches.

Make sketches of different phases of life at the Outdoor School. Write to various resource agencies for pamphlets, charts, etc.

Evaluation Of The Outdoor School

Classroom teachers will be given an Outdoor School evaluation form on arrival. It is important that this form be completed and returned to the Site Supervisor before the class boards the bus on Friday. This early return has been especially requested by the Environmental Education Advisory Committee, which contains your district's representative. It is through the recommendations of classroom teachers that many improvements in the program have already taken place. The Multnomah Environmental Education staff is anxious to present a quality Outdoor School program and constructive criticism is sincerely encouraged.

CLASSROOM VISITATIONS BY JUNIOR COUNSELORS

Due to conflicts that have arisen when Junior Counselors visit sixth grade classrooms, the Outdoor School is no longer able to endorse classroom visitations. High school students have been missing their own classes to make the visits, and the sixth grade class schedule is often disrupted when the visit occurs.

CLOTHING AND EQUIPMENT CHECKLIST FOR TEACHERS

Bedding

Sleeping bag or three-blanket bedroll and sheet
Pillow and case
Extra blanket

Clothing

Shirts (3 or 4, 1 heavy)
Jeans or heavy trousers (4 or 5 pr.)
Warm jacket
Sweater
Socks (6 to 8 pair)
Underwear (4 to 6 changes)
Handkerchiefs (or tissues)
Pajamas
Slippers
Raincoat
Waterproof head covering
Sturdy boots (or rubber/plastic overshoes)
Lightweight shoes
Shower thongs
Hip boots (only if you already have a pair)
Tennis shoes

Toilet Kit

Bath towels (2)
Hand towels (2)
Wash cloth
Soap and container
Comb
Toothbrush and paste
Lip salve
Facial tissue
Hairbrush (women)
Shower cap (women)
Shaving equipment (men)

General Equipment And Useful Items

Flashlight (a must)
Extra batteries and bulb
Alarm clock (a must)
Clipboard and paper
Cup
Letter writing materials
Small container of soil from your home (for soil ceremony)

Optional Items

Musical instrument
Camera and film
Safety pins
Binoculars
Microscope (if you have access to one)
Extra pencils and paper for students
Felt pen, scotch tape
Tape recorder (desirable)

Note: The clothing and equipment listed above is only a suggested list for teachers. If there are additional items you would like to include, please do so.....better to have too much than too little.

APPENDIX

Teacher Participation..... Page 1

Class List..... Page 2

Living Group Assignment..... Page 3

Suggestions For Teacher-Class Meeting Time..... Pages 4-5

TEACHER PARTICIPATION

The Outdoor School staff has a sincere desire to see the greatest possible benefits accrue to sixth graders during their week in the outdoor laboratory.

Because the teacher comes to Outdoor School as a trained educator....as the person most familiar with the individual student....as the person in the best position to relate the outdoor experience to the indoor classroom....it is obvious their assistance is needed if the quality of the sixth grade experience is to be maintained. Classroom teachers and staff alike have indicated there is a need to suggest some minimum participation levels for teachers if all sixth graders from all classes are to benefit. Outdoor School staff feels the teacher should:

1) Be the natural homeroom teacher whenever possible.

2) Be present on field study in at least an observation capacity every day. Active participation is desirable and encouraged.

3) Be present at all meals and serve as a guest and manners monitor for sixth grade students.

4) Be present at all campfire programs in at least an observation capacity. Active participation is encouraged and desirable.

5) Conduct class meetings.

   a) Be responsible for preplanning and conducting the class meeting time from 7:00 - 8:00 p.m. in the evening. Staff help is readily available, but is not intended to supplant the teacher.

   b) Maintain control of the group so as not to disrupt other class meetings in any way. Athletics or loud games make it tough for others.

   c) Maintain a safety atmosphere at those meetings.

   d) Class hikes are discouraged unless teachers give full consideration to safety factors and assume full responsibility. Staff help?

6) Be present at the Resource Specialist/Teacher Meeting normally held after campfire.

7) Clear all extended, off-site activity with their principal and leave an emergency phone number with the Site Supervisor **whenever** off-site.

8) Complete Teacher Evaluation Form and turn in by Friday departure.

Teachers are strongly encouraged to take an active role in both the instructional and program phases of Outdoor School. Teacher's help is solicited during the recreation period when they are encouraged to offer leadership in those activities for which they are qualified and which are unique to Outdoor School.

MULTNOMAH ENVIRONMENTAL EDUCATION
220 SE 102nd Avenue
Portland, OR 97216
777-7476 or 777-7477

Teacher _____

School _____

Class Type: Whole _____ Split _____

If Split: Number non-6th graders _____

Substitute Hired For Non-6th Graders?

Yes _____ No _____

PLEASE USE BLACK PEN

CLASS LIST (Alphabetical)

BOYS	Free Lunch	Reduced Price	Full Pay
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

GIRLS	Free Lunch	Reduced Price	Full Pay
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

****

SEND THIS LIST TO M.E.E. OFFICE 10 DAYS PRIOR TO YOUR DEPARTURE FOR O.S. PHONE IN ANY CHANGES. PLEASE PRINT CLEARLY! SEND ONE COPY. (KEEP ONE COPY.) PLEASE CHECK (✓) LUNCH STATUS OF EACH AND EVERY STUDENT.

MCESD:MEE:kt 2/80

MULTNOMAH ENVIRONMENTAL EDUCATION
220 SE 102nd Avenue
Portland, OR 97216
777-7476 or 777-7477

PLEASE USE BLACK PEN

LIVING GROUP ASSIGNMENT

Teacher _____ School _____

BOYS

Please divide students into SIX cabin groups of two or three (four, only if necessary) students in each cabin. (COLLINS ONLY.....FIVE CABIN GROUPS)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

GIRLS

Please divide students into SIX cabin groups of two or three (four, only if necessary) students in each cabin.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

****

THIS LIST SHOULD REACH THE ENVIRONMENTAL EDUCATION OFFICE AT LEAST 10 DAYS PRIOR TO YOUR DEPARTURE FOR OUTDOOR SCHOOL. PLEASE PHONE IN ANY CHANGES THAT MAY OCCUR.
PLEASE PRINT CLEARLY! SEND ONE COPY. (KEEP ONE COPY FOR YOUR FILE.)

MCESD:MEE:kt
2/80

SUGGESTIONS FOR TEACHER-CLASS MEETING TIME

Relate the activity to what the class has or is doing at the Outdoor School.

1. Write a letter home as though an animal were writing it. (Student doesn't have time to write.)

2. Write a story, poem, or rhyme about an idea. (This may include use or misuse of the land, over-grazing, erosion, placement of facilities, harvesting of plants or animals, social living situations, just for fun, etc.)

3. Teacher presents a hypothetical environmental situation, then forms a panel discussion or mini-debate on this. One group builds a mill to produce jobs and makes money; another group objects to the possible stream or air pollution, etc.

4. Make "mobiles" using "nature" material (and thread).

5. What can we do about litter? (Posters, slogans, skits, letter to Salem representatives, signs, etc.)

6. Chances to act out an aspect of the field study as though they were teaching it.

7. Start or maintain a diary, leading up to Outdoor School as well as after.

8. Follow-up...."What do you want to find out when you study _____?" (Expectations and fears, questions and answers.)

9. Which resource do you think is most important and why? Air, water, soil, plants, animals, man.

10. Discuss the "history" of the name (tag), growth of a tree, size, age, etc.

11. A story about some aspect of life at the Outdoor School. (Social living situation or resource area.)

12. Draw or paint using "materials" found in the woods. (Charcoal, plant leaves, fungi, etc.)

13. What would happen.....? (All the birds leave an area, man cuts all the trees down, etc.)

14. An art activity to show the balance of nature.

15. Creative writing....."My life without wood products"; "My life without clean water"; "My life with some animals".

16. A question for the day.....presented the day before.

17. With hand lenses and fingers, take several different buds or flowers apart.

HINTS

1. Get the class involved through thinking and "physical" participation.
2. Pick good attention getters or gimmicks.
3. Stress but one or two concepts or big ideas...time is limited.
4. Make the students decide or select a choice when differences of opinion arise. You take the role of moderator. Supply only comments that "lead" to an answer.
5. Keep to the subject.
6. Try to show how the study affects them as individuals.
7. Be prepared!